



## Ridgeland Middle

PO Box 250

Ridgeland, S.C. 29936

<b>Grades</b>	7-9 Middle School	
<b>Enrollment</b>	468 Students	
<b>Principal</b>	Ranell Williams, Jr.	843-717-1401
<b>Superintendent</b>	Dr. Delacy Sanford	843-717-1100
<b>Board Chair</b>	Berty Riley	843-726-4857

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>Below Average</b>
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk
2004	At-Risk	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

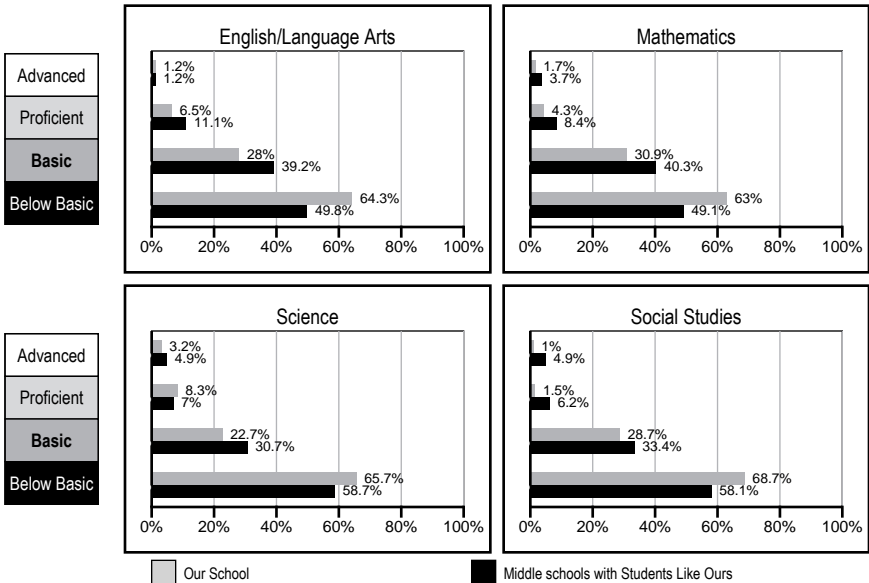
95.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	3	53

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	77.6	84.1
English 1	43.2	80.5
Physical Science	38.9	37.9
All Subjects	53.8	80.8

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=468)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	Down from 7.1%	12.1%	19.4%
Retention rate	8.5%	Up from 1.3%	3.0%	1.8%
Attendance rate	98.4%	Up from 97.1%	95.1%	95.8%
Eligible for gifted and talented	12.1%	Up from 4.9%	6.1%	15.3%
With disabilities other than speech	13.9%	Down from 14.2%	13.5%	12.9%
Older than usual for grade	7.5%	Up from 2.0%	6.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	25.4%	Up from 0.3%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	62.2%	Up from 60.0%	54.3%	55.0%
Continuing contract teachers	37.8%	Down from 40.0%	54.3%	70.6%
Teachers with emergency or provisional certificates	41.4%	Down from 48.6%	18.9%	5.4%
Teachers returning from previous year	67.4%	Down from 68.4%	76.6%	83.4%
Teacher attendance rate	93.9%	N/R	94.7%	94.9%
Average teacher salary	\$48,320	Up 21.8%	\$43,167	\$44,706
Professional development days/teacher	7.8 days	Down from 17.0 days	12.4 days	11.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	2.0	3.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 19.4 to 1	16.2 to 1	20.1 to 1
Prime instructional time	91.1%	N/R	88.8%	89.3%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	87.7%	Down from 99.7%	96.2%	98.0%
Character development program	Below Average	Down from Good	Good	Good
Dollars spent per pupil*	\$6,823	Up 14.7%	\$8,763	\$7,097
Percent of expenditures for instruction*	72.9%	Up from 72.1%	63.1%	64.4%
Percent of expenditures for teacher salaries*	59.2%	Up from 53.9%	56.4%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**Report of Principal and School Improvement Council**

The 2007-2008 school year brought new grade configuration changes for Ridgeland Middle School. The fifth and sixth grade students returned to the elementary school and the ninth graders moved from the high school to the middle school. These changes will thus convert Ridgeland Middle School to a junior high school model. This change will facilitate greater collaboration with the high school. This past year's sweeping changes brought about major adjustments for the junior high school as well.

Some of those changes included two new Pre-k-12 facilities at the north and south end of the county, a new district level superintendent, new school-based administrators, and year two implementation of the Anderson 5 curriculum. The 2008-2009 school year will bring its own challenges as the school re-establishes itself as a true middle school housing grades 6-8. The demographic makeup is about 77% African American, 10% Caucasian, 9% Hispanic, and 4% other. Less than 3% of our current teaching staff has more than four years of teaching experience.

There were several highlights for the 2007-2008 school year. The following represent some of the noteworthy accomplishments of the year: selection of Ms Mary Lewis as 'Teacher of the Year,' boy's Basketball Team recognized as Conference Champions; improved MAP scores on winter administration of test; students and staff recognized during quarterly award programs; Honor Roll students embarking on incentive field trips; establishment of Ministerial Alliance Community Outreach Group; hosted 1st annual Hispanic Festival; science coach orchestrated 1st Science Fair/Health Fair; established 'Single-gender' classes for 7th & 8th grades; and conducted mid-year retreat focusing on key professional development areas.

We look with eager anticipation toward the upcoming school term, hoping to build on the successes of last year, as well as learning from the challenges. Numerous activities are planned and new ventures are in place to facilitate the future success of Ridgeland Middle School.

**Evaluations by Teachers, Students and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	36	100	48
Percent satisfied with learning environment	44.1%	54.7%	52.2%
Percent satisfied with social and physical environment	65.7%	50.0%	40.4%
Percent satisfied with school-home relations	28.6%	72.6%	54.3%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 9 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Restructure

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	21.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	25.7%	0.0%	No
Student attendance rate	98.4%	94.0%	Yes

\* Or greater than last year

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	319	97.5	58.6	33.9	6.4	1.1	13.6	22.2	48.2	No	Yes
<b>Gender</b>											
Male	164	97.6	65.2	29.8	3.5	1.4	9.9	16.6	41.7	N/A	N/A
Female	155	97.4	51.8	38.1	9.4	0.7	17.3	28.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	36	97.2	58.3	29.2	12.5	0	16.7	25.5	60	I/S	I/S
African American	247	99.2	58.6	34.4	6.2	0.9	13.7	20.7	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	35	85.7	60.7	35.7	0	3.6	7.1	25.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	46	97.8	88.6	6.8	0	4.5	4.5	7.2	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	26	84.6	70	30	0	0	5	25.5	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	281	97.5	59.5	33.7	5.6	1.2	12.7	21.3	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	319	97.5	61.4	33.6	3.9	1.1	9.3	16.1	45.8	No	Yes
<b>Gender</b>											
Male	164	97.6	63.8	31.2	3.5	1.4	9.2	15.2	45.6	N/A	N/A
Female	155	97.4	59	36	4.3	0.7	9.4	17.2	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	36	97.2	62.5	33.3	4.2	0	8.3	21.3	59	I/S	I/S
African American	247	99.2	62.6	32.6	3.5	1.3	8.4	14	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	35	85.7	53.6	42.9	3.6	0	14.3	20.5	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	46	97.8	84.1	11.4	0	4.5	6.8	6.5	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	26	84.6	60	40	0	0	10	20.3	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	281	97.5	60.7	34.1	4	1.2	9.1	15.4	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	226	97.4	63	24	8.5	4.5	13	10.4	35.7	98.3	95.6
<b>Gender</b>											
Male	112	98.2	58.2	25.5	10.2	6.1	16.3	10.8	37.4	98.1	95.2
Female	114	96.5	67.6	22.5	6.9	2.9	9.8	10	33.8	98.5	96.1
<b>Racial/Ethnic Group</b>											
White	25	96	44.4	38.9	5.6	11.1	16.7	16.7	49.2	98.1	93.9
African American	174	99.4	65	23.1	7.5	4.4	11.9	9.5	17	98.3	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	99.9	98.9
Hispanic	26	84.6	66.7	19	14.3	0	14.3	8.6	24.9	98.4	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
<b>Disability Status</b>											
Disabled	38	100	83.8	10.8	0	5.4	5.4	6.4	14	97.8	94.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	94.4
<b>English Proficiency</b>											
Limited English Proficient	19	84.2	60	26.7	13.3	0	13.3	8.3	24.4	98.6	95.8
<b>Socio-Economic Status</b>											
Subsided meals	198	97.5	63.7	23.5	8.9	3.9	12.8	9.5	21.1	98.3	95.6

**Social Studies**

All Students	227	96.9	67.9	28.6	1.5	2	3.6	11.4	34	98.3	95.6
<b>Gender</b>											
Male	119	98.3	71	24	2	3	5	13.1	36.6	98.1	95.2
Female	108	95.4	64.6	33.3	1	1	2.1	9.5	31.3	98.5	96.1
<b>Racial/Ethnic Group</b>											
White	24	95.8	64.3	28.6	7.1	0	7.1	20.9	44.5	98.1	93.9
African American	177	98.9	67.7	29.2	0.6	2.5	3.1	9.7	19.1	98.3	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	99.9	98.9
Hispanic	26	84.6	71.4	23.8	4.8	0	4.8	12.2	27.5	98.4	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
<b>Disability Status</b>											
Disabled	33	100	90.6	3.1	0	6.3	6.3	7.3	14.4	97.8	94.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	94.4
<b>English Proficiency</b>											
Limited English Proficient	18	83.3	71.4	21.4	7.1	0	7.1	12.7	27.3	98.6	95.8
<b>Socio-Economic Status</b>											
Subsided meals	201	97	69.7	27	1.1	2.2	3.4	9.3	21	98.3	95.6

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	161	100	63.3	30	5.3	1.3	6.7
	6	141	97.9	57.6	26.4	10.4	5.6	16
	7	184	98.9	62.1	30.2	6.5	1.2	7.7
	8	153	98	61	31.9	7.1	0	7.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	134	96.3	57.8	35.3	6	0.9	6.9
	8	185	98.4	59.1	32.9	6.7	1.2	7.9
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	161	100	58	30.7	7.3	4	11.3
	6	141	97.9	48.8	41.6	5.6	4	9.6
	7	184	98.9	55.6	37.3	5.9	1.2	7.1
	8	153	98	63.8	30.5	4.3	1.4	5.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	134	96.3	52.6	40.5	5.2	1.7	6.9
	8	185	98.4	67.7	28.7	3	0.6	3.7
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	83	100	80.8	13.7	5.5	0	5.5
	6	71	98.6	80.6	8.1	8.1	3.2	11.3
	7	184	98.9	71.1	23.5	4.8	0.6	5.4
	8	80	100	74.7	22.7	2.7	0	2.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	134	95.5	60	25.2	9.6	5.2	14.8
	8	92	100	67.1	22.4	7.1	3.5	10.6
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	83	100	77.8	20.8	1.4	0	1.4
	6	70	98.6	43.3	43.3	8.3	5	13.3
	7	184	98.9	70.5	26.5	1.8	1.2	3
	8	72	97.2	65.6	31.3	3.1	0	3.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	134	94.8	75.4	19.3	2.6	2.6	5.3
	8	93	100	57.3	41.5	0	1.2	1.2

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample